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Programs to improve the quality of instruction for all children and to improve ethnic integration of the schools were presented. Included were proposals for new school locations flexible student transfer policies, zoning plans, encouragement of local initiative, and human relations programs to be conducted for pupils, staff, and community. Further steps included removing the ninth grade from the ten junior high schools, rearranging feeder programs from elementary schools to two junior high schools where the change was ethnically advantageous, implementing "school pairing," increasing teacher, guidance counselor, and librarian staffs, reducing class size, increasing the quantity of textbooks and supplies, improving existing buildings, and eliminating group intelligence tests. The "More Effective Schools" offered prekindergarten classes, small class size, a large staff of selected teachers, and intensive guidance services. Other activities included plans for the training and orientation of teachers, and preparation of Negro and Puerto Rican teachers for administrative positions.							
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SCHOOL

INTEGRATION

IN

NEW

YORK

CITY

QUESTIONS

and

ANSWERS

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1964-1965

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September, 1964

Office of Education-EEOP
Research and Materials Branch

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
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INTRODUCTION

1. What is the integration program of New York City's public schools?

It is one of the means for achieving excellence of education for *all* children. The program has twin paths: 1) improving the quality of instruction for *all* children with special attention to schools in minority group areas, and 2) improving ethnic integration of the schools consistent with sound educational practices.

2. Why emphasize improvement of the education of children in schools in minority group areas?

To improve educational achievement where the needs are greatest and to prepare pupils for advanced learning and better jobs - opportunities which children in minority group areas have not had in sufficient measure.

3. Why provide better ethnic integration in the schools?

To enable all children to know better and respect more deeply the rights and aspirations of one another -

To lessen racial misunderstandings through children's personal knowledge of one another -

To improve the total education of *all* pupils.

4. Has the public been consulted in the preparation of the school integration program for 1964-65?

Hundreds of meetings have been held to discuss problems of integration and to receive suggestions from interested individuals and groups: Local School Boards, professional organizations, parent associations, civic and community groups, civil rights organizations, church groups, educational committees, and many others. For example, the initial recommendations from field assistant superintendents and local school boards were received as early as September, 1963.

Indeed it is unlikely that there has ever been in this city, on the part of a Board of Education, as determined an effort to explore the thinking of the community in order to decide upon programs of action. To the extent possible, all sources of information have been tapped and all points of view considered.

5. How have the schools tried to improve the education of children in minority group areas?

Smaller classes, more personal help, more remedial help, special methods and materials suited to the needs of the children, After-School Study Centers, Higher Horizons and similar educational programs, as well as building improvements and additional equipment.

6. How have the schools tried to obtain better ethnic integration?

Locating new schools not only where they are needed but also where they may be easily reached by children of varied ethnic backgrounds.

Permitting parents to transfer children to more integrated schools (Open Enrollment; Free Choice Transfer).

Selecting from among acceptable zoning plans those which promote integrated schools.

Encouraging district plans and local initiative consistent with city-wide policies.

Conducting human relations programs for pupils, staff and community.

FURTHER STEPS TO IMPROVE ETHNIC INTEGRATION FOR 1964-65

7. *What changes will take place at the high school level?*

The major change is that the 9th year has been removed from each of ten junior high schools, all except one predominantly Negro and Puerto Rican. The pupils concerned will now attend 9th year in several high schools throughout the city.

8. *Why was this done?*

All the 9th year pupils in the affected high schools will now be in a more integrated situation.

9. *But aren't the high schools crowded?*

Yes they are, but the high schools in this program were chosen and the additional pupils distributed in such a way that no high school had to extend its school day beyond its existing program because of this addition. 4,500 pupils were distributed to 36 high schools, with an average of only 125 per school. The school population of most high schools ranges from 2,000 to 4,000.

10. *What was the reaction of the parents of the pupils transferred?*

The change was almost universally welcomed.

11. *How did this move affect the junior high schools?*

2,200 sixth grade pupils were transferred from 28 elementary schools into these junior high schools. Since 4,500 pupils were transferred from these junior high schools to several high schools, we gained 2,300 places in the junior high schools and relieved overcrowding.

12. *Were the sixth grade pupils in the elementary schools required to go to these nearby junior high schools?*

No. Each was given the option, upon parental request, to attend a more integrated school. 942 chose to exercise this option. For these pupils, free transportation on common carrier is being supplied by the Board of Education.

13. *Did any educational advantages come to the 30 elementary schools from which sixth grade pupils were transferred either to nearby junior high schools or to other integrated elementary schools?*

Yes. The space made available in these elementary schools is being used for reduction of short-time instruction; provision of a fifth hour of instruction for many first-grade pupils who would have been on a four-hour program if additional space had not been made available; additional kindergarten classes; and establishment of prekindergarten classes.

14. *Were any other steps taken with regard to the junior high schools to promote greater integration?*

Yes. Where two or more junior high schools were located reasonably close together and with a great difference in their racial compositions, the feeder patterns of elementary to junior high school were rearranged, resulting in a better ethnic distribution of pupils in each of the affected junior highs.

15. *How many such situations are there?*

There are three sets of such junior high schools, involving a total of 8 junior high schools.

16. *Which pupils of these junior high schools are involved? How many?*

Those pupils who are entering the 7th year from the particular elementary schools involved. Approximately 1,200 pupils are involved in the shifts.

Pupils entering the 8th and 9th years are not affected by this change.

17. *How does this affect the distance these pupils have to travel?*

Because the schools chosen are fairly close together and the feeder patterns rearranged carefully, relatively few have to travel further and none a great deal further than they would have if there had been no change. In one set, the schools are 7/10 of a mile apart; in another, one mile apart; and in the third, 1.8 miles apart.

18. *Are there any school bus arrangements for these pupils?*

In a small number of cases where public facilities are not available, school bus arrangements have been made. In many cases pupils walk as they did before. For others it means taking a bus as they did before.

19. *Will any additional educational services be provided to these 8 junior high schools?*

Yes. Additional educational services costing \$571,000 will be provided for the 8 junior high schools involved - to reduce class size, provide more reading and library teachers, guidance counselors, non-English coordinators, deans, school secretaries, after-school study centers, school aides and books and supplies.

20. *Doesn't this change in zone destroy the "neighborhood school" concept?*

The new zoning and feeder patterns will result in only slightly larger school zones without any great increase in distances from home.

A school zone is not permanently fixed, since its size and boundaries have to be adjusted every few years according to population changes in the area or organizational changes of a school (for example, changing an elementary school building to a junior high school), or the opening of new schools or closing of old buildings.

21. *What changes are to be put into effect at the elementary school level?*

A new Community Zoning program - "School Pairing" - has been instituted for 8 of our 590 elementary schools.

COMMUNITY ZONING - "SCHOOL PAIRING"

22. *What is the Community Zoning plan?*

Community zoning, or "school pairing" is the establishment of one zone to include two elementary schools. All children in this enlarged neighborhood attend some grades in one school and the remaining grades in the other. Each school has its own kindergarten.

23. *How many such pairings are there?*

Four such pairs have been established involving a total of 8 schools and 5600 pupils.

24. *How far apart are these schools?*

The two schools in each pair are close to each other -- less than 7 short blocks apart in 3 of the pairs and 14 short blocks (about 4/5 mile) in the other.

25. *Are these four the only pairings for September, 1964?*

Yes. There are no others.

26. *What about the year after, September 1965?*

Each pairing will be carefully evaluated during 1964-65 to measure its effectiveness in providing sound education for every child. The local communities will be consulted. This kind of thorough assessment is necessary before decisions are made about the future of pairings.

27. *How many children will have to take a bus?*

Present regulations are that pupils in grades Kindergarten, 1 and 2 take a bus if they live more than one-half mile from school. Children in grades 3, 4, 5 and 6 take a bus if they live more than a mile from school. In the four community zoning plans, under these regulations:

310 pupils in grades K, 1 and 2 will take a bus between a half mile and a mile.

73 pupils in grades 3, 4, 5 and 6 will take a bus slightly more than a mile. About half of this number would take a bus anyway, even if there were no pairings, because of distance from school. No pupil will take a bus more than a mile and a quarter; the time will be about 10 minutes at most.

28. *How many New York City pupils come to school daily by school bus?*

92,000 public and non-public school pupils. Most of these pupils are in grades Kindergarten, 1 and 2, and live more than one-half mile from school. Approximately 400,000 pupils in New York City take some kind of transportation to school, either free or at reduced rates.

29. Do these pairings have community support?

Every pairing, without exception, has been approved by the Local School Board, which represents the community. Parent associations were consulted. In every case, at least one parents association has endorsed the community zoning plan. In one case, both parents associations voted for the plan, and petitioned the Board of Education to include both schools in one organization under one principal. This has been done.

30. What additional educational services are being provided to the 8 schools in the pairings?

Services costing more than \$400,000 have been added to the 8 schools to reduce class size; to provide specialists in reading, health and various other subjects; to provide a special teacher to help non-English speaking pupils; to provide more guidance counselors; to provide additional secretarial and administrative help; to provide more school aides; to establish an After-School Study Center for each pair of schools; and to furnish additional books and supplies. Building improvements are being made in each school.

All of the additional educational services promised when the school integration program was adopted are actually being provided for the schools. See Appendix.

31. How does "School Pairing" affect the "neighborhood school"?

The "school neighborhood" has always been the school zone established by the Board of Education. Many factors in addition to distance, determine how a school is zoned. Each year dozens of school zones have to be changed largely because of changes in housing and shifts in population. The establishment of one zone to include two elementary schools merely enlarges the "school neighborhood."

For each child in this zone, each building in the pair will be the appropriate nearby school for the particular grade he will be attending.

32. Are there any new steps being taken locally in the individual districts to promote ethnic integration?

Yes. In five local school districts: District 5-7-9, Manhattan; District 6-8, Manhattan; District 43-44, Brooklyn; District 41-42, Brooklyn; and District 50, Queens. These steps were developed by the field Assistant Superintendents working with Local School Boards and parent and other community groups.

33. Are additional educational services being provided for schools involved in these steps, too?

Yes. A total of \$352,000 is being invested in providing lower class sizes and additional special teachers and guidance counselors.

QUALITY EDUCATION

34. *Why doesn't the Board of Education improve schools in disadvantaged areas instead of striving to desegregate them?*

The Board of Education has been improving schools in disadvantaged areas. But the Board's integration program is not an "instead of" situation. The Board's integration policy has twin objectives, each of which must be advanced *simultaneously*: to improve the quality of education for *all* pupils and to achieve the maximum desegregation possible within the bounds of sound education.

35. *Is the school system doing more in September, 1964 to improve the education of pupils in minority groups?*

Yes. More teachers, guidance counselors and librarians, smaller classes, more textbooks and supplies, and building improvements are being provided in 310 schools in disadvantaged areas.

In addition, in a new program, ten schools, called *More Effective Schools* are being saturated with additional educational services, including smaller class size, more special teachers, guidance counselors, textbooks, etc.

36. *Shouldn't pupils in disadvantaged areas be helped at an earlier age?*

Yes, and several new steps for September indicate the importance the Board of Education attaches to this idea. More than 100 pre-kindergarten classes will be organized in 34 schools, the vast majority of them in disadvantaged areas. In addition, a campaign is being conducted to enroll all children of kindergarten age. Special funds have been provided for additional kindergarten classes. Moreover, overcrowding has been reduced in additional elementary schools, permitting more first grade classes to have 5 hours of instruction. The afterschool study centers will be continued. All of these moves provide a better educational foundation for pupils in the early grades. They expose them earlier and longer to organized educational programs appropriate to their ages.

37. *Do not these programs to improve education of pupils in minority group areas deprive other pupils of services?*

No service is taken away from some pupils to give to others. The basic objective of a school is to meet the individual needs of each child. Those having special needs, the bright, the slow, the handicapped must and do receive services of a different amount and kind than given to the overwhelming majority of pupils who fall within the average range.

38. *Isn't quality education important for all pupils?*

Definitely, and our concern is with all schools even though we give some priority to where the need is greatest. As rapidly as necessary funds are made available, additional steps are taken to provide additional services to *all* schools. In new integration steps for September, 1964, such as Community Zoning and Change of Feeder Patterns for Junior High Schools, *all* the pupils involved will benefit from the additional resources.

TESTING AND GROUPING

39. *Have all tests of intelligence been abandoned?*

Definitely not. Individual tests of intelligence will continue to be given, as well as group tests under carefully controlled conditions. We have eliminated the regular and mass use of group pencil-and-paper tests of intelligence because most authoritative research over recent years shows them to be invalid and inaccurate measuring instruments. In their place, we shall give tests of achievement every year in reading, arithmetic and other skills, as a more valid measure of academic ability and as a guide for more effective instruction.

40. *Are special classes for gifted pupils being eliminated?*

Absolutely not. These classes will continue as in the past, and will be established wherever children can profit from them. There will be more IGC (Intellectually Gifted Children) classes this year than ever before.

41. *Will children continue to be placed in classes according to ability?*

Yes. The practice of organizing classes on the basis of ability will be continued.

42. *Are "600" schools being closed and children reassigned to regular schools?*

No. Exactly the opposite is being done. Two additional "600" schools have been established for September, 1964, enabling more seriously maladjusted pupils to be transferred out of regular schools to "600" schools. Purpose of "600" schools is to rehabilitate children with serious behavior problems. Only the children who have been rehabilitated are placed in regular schools.

43. *Are minority group pupils given preference in admission to special high schools?*

Minority group pupils must meet the same high standards as other pupils. School records never indicate the race or ethnic group of any pupil.

MORE EFFECTIVE SCHOOLS

44. *What are the "More Effective Schools" and what is so new about them?*

This program is designed to improve the academic achievement primarily of children in disadvantaged areas who have not been able to do as well in school as children from other areas. Pre-kindergarten classes, small class size, a large staff of selected teachers, and intensive guidance services will be provided. The program should prevent school drop-outs because the children will have been prepared to succeed in junior and senior high schools and, in many cases, in college.

45. *How many More Effective Schools are there and where are they located?*

There are 10 schools in this program:

Bronx

Public School 1
335 East 152 Street
Bronx, New York 10451

Public School 102
1827 Archer Street
Bronx, New York 10460

Manhattan

Public School 100
21 West 138 Street
New York, N.Y. 10037

Public School 154
West 126 St. & 7th Ave.
New York, New York 10033

Public School 83
219 East 109 Street
New York, New York 10029

Brooklyn

Public School 24
35 Arion Place (Beaver Street)
Brooklyn, New York 11206

Public School 41
Newport Ave. between Thatford & Osborne Streets
Brooklyn, New York 11212

Public School 138
760 Prospect Place (Nostrand Avenue)
Brooklyn, New York 11216

Queens

Public School 40
109-20 Union Hall Street (109 Ave.)
Jamaica, New York 11413

Richmond

Public School 18
Broadway & Market Streets
Staten Island (West New Brighton), New York 10310

46. *What has been the reaction of teachers, parents, supervisors and the general public?*

The plan has been enthusiastically received. The United Federation of Teachers and the Council of Supervisory Associations, together with Dr. Gross' staff, designed the plan. The U.F.T. has been very helpful in urging its members to serve in the schools. Over 300 teachers and other professional people have already volunteered to take part in the plan. Parents have been enthusiastic and have offered to work with the schools to make the plan successful. Public reaction has, in general, been favorable.

47. How can the More Effective Schools help to promote quality integrated education?

It is hoped that the establishment of these excellent schools will attract pupils of all racial backgrounds. Two of the schools (102, Bronx and 18, Richmond) are in presently integrated areas. It is expected that this program will maintain this integration by providing all children with a fine education. In other schools it is hoped that many white parents who presently send children to schools will see the advantage of registering their children in these public schools with this excellent program.

OTHER ACTIVITIES

48. *Are there any plans for training and orientation of teachers for effective implementation of the school integration program?*

Yes, there are.

As recommended in the report of the State Education Commissioner's Committee, cooperation between the school system and the local teacher training institutions will continue to be strengthened, particularly in the emphasis on teaching in special service schools. Progress in this direction has already been made by our Coordinating Committee which has been working with representatives of the metropolitan colleges. At the present time, student teachers in the four teacher training colleges of the City University are required to spend at least half of their practice teaching in special service schools. Many of the Campus Schools which have close relationships with Metropolitan Colleges have large concentrations of minority group population.

Orientation meetings for teachers of Grade 6 in junior high schools have been held August 31 – September 3. They were under the supervision of teams of elementary and junior high school principals. Topics included Language Arts, Social Studies, and the Non-English speaking child.

The 22 additional guidance counselors assigned to the high schools in which ninth – grade junior high school pupils have been enrolled received orientation in a two-day program, September 2 and 3.

Arrangements have been completed for an orientation program for pre-kindergarten teachers during the second and third week in September.

A new bulletin for teachers, entitled "The Negro in American History," has been published and will be distributed soon after schools open in September. It will trace the major forces at work in the rise of the Negro from servitude to freedom. A number of eminent scholars were consultants in the preparation of this bulletin, including Professor John Hope Franklin of Brooklyn College and the University of Chicago, a leading authority on the history of the Negro in America.

A book of readings has been prepared to help teachers achieve better understanding of Puerto Rican Americans. Drawn from the works of scholars, the readings will be distributed in October.

Two new in-service television courses for teachers are geared to help teachers play a more effective role in the integration program: "Teaching English As a Second Language" and "The Negro in America: The End of a Myth."

49. *Is anything being done to prepare more Negro and Puerto Rican teachers for administrative positions?*

Almost one-half of the 1,000 teachers who took free courses this summer in preparation for higher licenses were Negro and Puerto Rican. Twenty-five percent of the 1,800 teachers who took these courses last spring were Negro and Puerto Rican.

50. *How can one obtain additional information about the school integration program, or get additional copies of these Questions and Answers or of a one-page fact sheet on the program?*

By writing to Information Office, Board of Education, 110 Livingston St., Brooklyn N.Y. 11201.

APPENDIX
ADDITIONAL EDUCATIONAL SERVICES FOR SCHOOLS IN "PAIRINGS"

	<u>Promised</u>	<u>P 7K</u>	<u>P 8K</u>	<u>P 92Q</u>	<u>P 149Q</u>	<u>P 111Q</u>	<u>P 112Q</u>	<u>P 127Q</u>	<u>P 148Q</u>
Register		311	666	558	618	878	733	1040	784
Average Class Size	27	24.8	27.6	27.1	26.7	27.3	26.8	27.4	27.2
Special Teaching Positions	6	7	6	9	6	7	6	6	6
Non-English or Auxiliary Teacher if needed		1	1	--	--	--	--	--	--
Guidance Counselors	1 per 500 pupils	1/340	1/666	1/465	1/386	1/549	1/524	1/520	1/560
Secretary	1 per 450 pupils	1/303	1/427	1/373	1/444	1/395	1/433	1/440	1/402
Assistant Principal	1 per 22 teachers								
School Aides	1 per 15 teachers	--	1	1	1	2	1	2	1
	Additional hours per week	10	21	15	25	3	30	19	25
Books and Supplies	\$3 per pupil	\$3	\$3	\$3	\$3	\$3	\$3	\$3	\$3
After School Study	1 per pair	yes	--	yes	--	yes	--	yes	--

The total cost of these services is \$407,304